

# Lead Inclusion School Offer 22/23

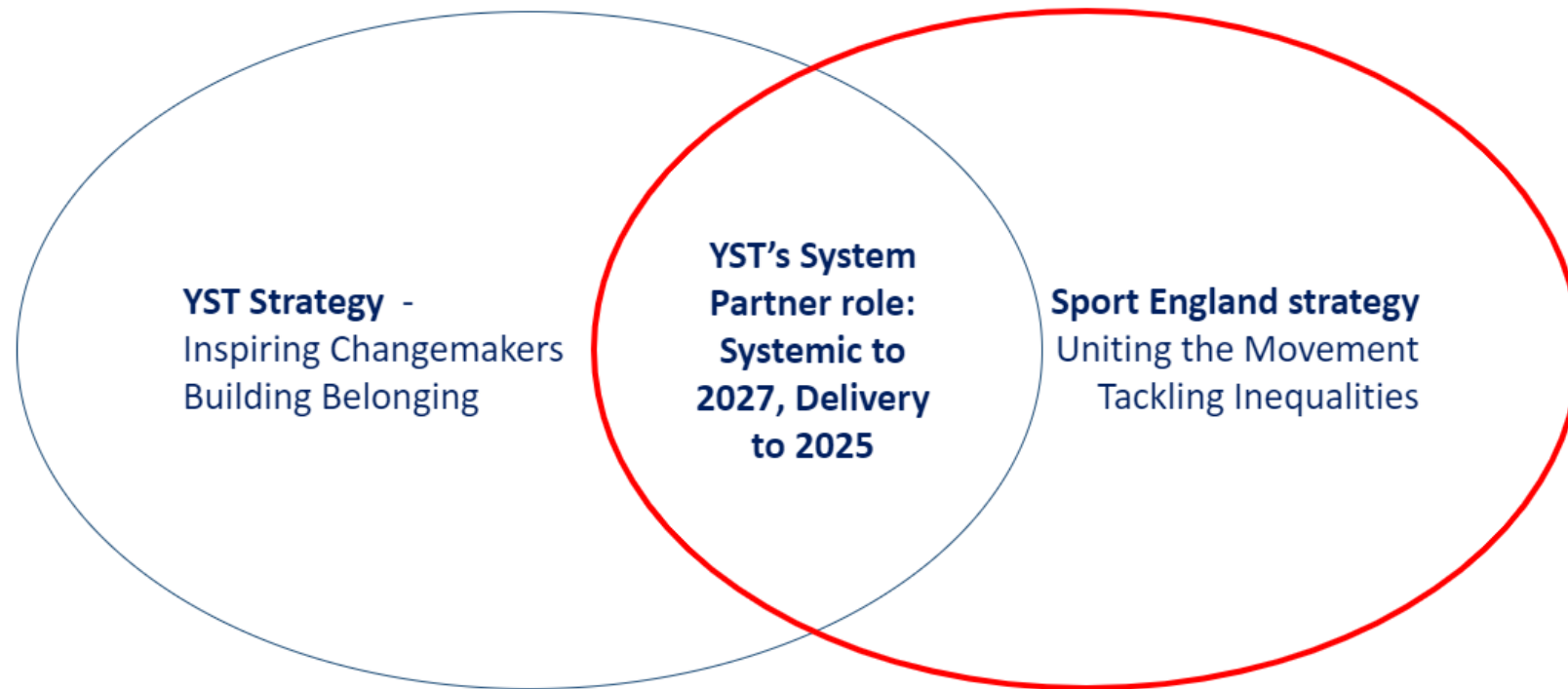
Our Goal:

*'...a national movement of schools that are connected'*

*'...working together to tackle inequalities that exist for children and YP accessing inspiring and meaningful play, PE and School Sport'*



# Alignment with wider strategies



# 6 Tactics – 2022 to 2025



1. **Equip educators** to rebuild wellbeing & **level up life chances** for *young people most affected by covid19*, and those suffering from the effect of inequalities



2. **Empower young people** by unleashing a *nationwide community of young sports leaders*, who harness the positive power of play and sport to improve wellbeing, **build friendships, and foster understanding**



3. **Unite a movement of organisations** to *reclaim play and sport* at the heart of every school, & **make it fun for everyone**



4. **Mobilise influencers in all areas of public life**, to make the decline in *physical activity levels and human connection in a digital age* matters of national concern



5. Help **families** understand and champion their children's physical literacy and its importance to a healthy and **happy** childhood



6. **Change from within** increasing our impact on, **connection with**, and relevance to a changing world.

# Sport England System Partner

**YST Systemic Role** – driving change across the ecosystem for the good of young people, maximising our position with key stakeholders to work collaboratively and support the effort to tackle inequalities. Confirmed to 2027

**YST Delivery Role** – providing direct support and training through targeted projects and programmes contributing to the effort to tackle inequalities. Confirmed to 2025

*Ratio of the two currently c.50:50, achieve c. 70:30 by 2025*

# Your role:

As a Lead Inclusion School, you:

- Provide advocacy, guidance and support to schools and SGO's across your county
- Engage with Strategic County Alliance groups and other local partners
- Receive support from Inclusion DCs

# Lead Inclusion School Offer 22/23

- DfE, Sport England, FA and LTA funded
- Building on Year one of Inclusion 2024
- Whilst adapting to our new System Partnership with Sport England
- Less is more (embedding what we already have)
- Youth Voice and co-creation/design



# 1. Training, Advice and Guidance

1. Deliver 3 x Improving Practice' sessions e.g. Tops Sportsability, Inclusive PE, All About Autism
2. Provide regular support e.g. 121, informal, attend meetings
3. Work with Regional Whole School SEND leads – signposting
4. Champion Inclusion 2024 Education Hub



# 1. Training, Advice and Guidance

We have separated any support you give into four categories

1. **Training** – the highest level of support you may have given. For example, this could include 121 support for an individual school or delivering a training course. This would include any training for school staff, trainee teachers, SGOs or non-school staff.
2. **Meetings** – this would include attending meetings such as SGO meetings where you are representing inclusion and inclusive practice.
3. **Modelling** – examples of this kind of support are where you may run an event and model to a colleague how you would deliver it to make it inclusive.
4. **Signposting** – this includes informal support such as sending out newsletters, sending resources to schools or signposting individuals to information.



# FA Girls Football Schools Partnerships

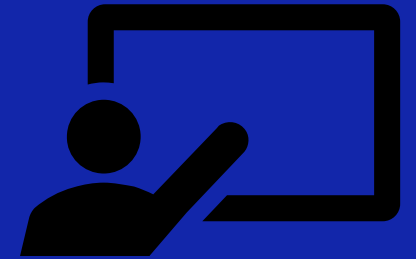
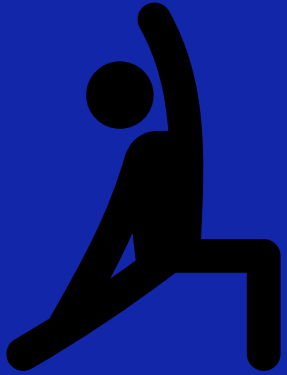
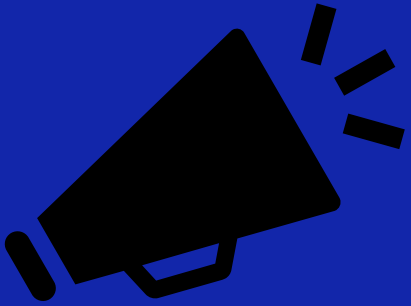
- Work with local BGFSP and local school network
- Connect through county meeting (FA DCs organise these)
- Establish a SEND Shooting Stars Extra-Curricular Clubs for girls and boys based on retention and growth.

# Support School Games network

- Value of the support we provide to the School Games network
- Updated IHC (key changes)
- How many SGOs offer Panathlon: 127
- How many panathlon events were delivered: 184
- The number of participation opportunities that were provided: 8,767



# Inclusive Youth Leadership

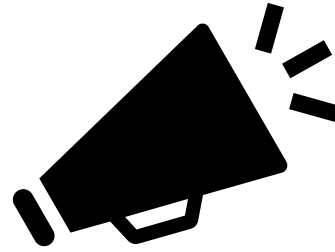
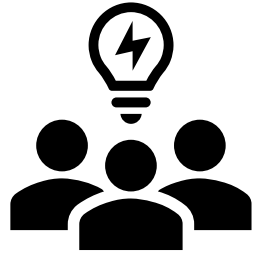


# Inclusive Youth Leadership 22/23

- Full offer and reduced offer
- 2 hour virtual and half day – athlete mentor time
- Focuses on youth voice, co-creation of adapted activities/sports and then production of these activities back at school or with their SGOs (lead inclusion School Games festivals)



# What is this event all about?



## Expectation:

After this event you can design and deliver inclusive sport clubs/unified sport activities.

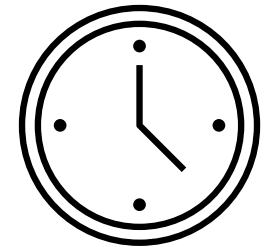
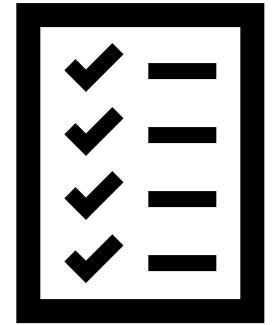
This will be led by you the young people for young people.

It will aim to ensure ALL young people can be included in the activities.



# Plan for the Day:

Time	Activity
10 - 10.15	Welcome and Introductions
10.15 – 11.00	<b>Youth Voice Workshop</b> ( <i>why is it important?</i> )
11.00 – 11.05	5 min Break (w/ Activity)
11.05 – 11.55	<b>Youth Leadership in Action</b> ( <i>YRM &amp; lead/team activities</i> )
11.55 – 12.15	20 min Lunch Break (w/ Activity)
12.15 – 12.45	<b>Leading with Empathy and Understanding</b> ( <i>E-ID and comms</i> )
11.45 – 11.55	5 min Break (w/ Activity)
12.55 – 1.45	<b>Creative Inclusive Leadership</b> ( <i>STEP and practical</i> )
1.45 – 2.00	Plan for next Steps ( <i>NB knowing plan for afterwards</i> )



# Innovation Projects – next steps

- Inclusive Youth Leadership - Athlete Mentor Connection
- Swimming and Water Safety – 17th October
- LTA Open Court - 18th October
- Mainstream Secondary CPD - 20th October
- Engagement Model - 7th November
- Inclusive Sports Programme – 15th November

# Impact of the network

*What impacts does the programme have?  
How is it having these effects?*

## Methods

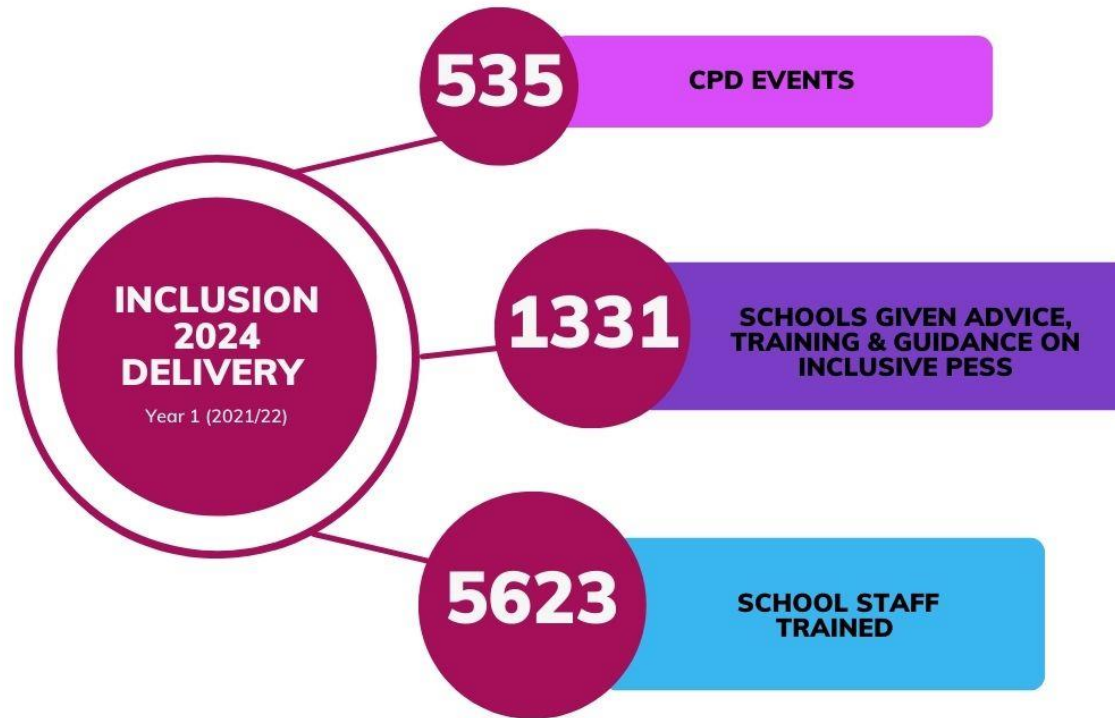
- Interviews – LIS, partners, project team
- TDC – LIS updates
- Partner survey

ASK  
RESEARCH

Inclusion 2024  
Year 1 Evaluation



# + What has been delivered?



# + Impacts



School staff feel **more supported** in delivering inclusive PE and school sports  
82% said their contact with the Lead Inclusion School had helped a lot with this



They feel **more informed** about best practice  
81% said their contact with the Lead Inclusion School had helped a lot with this



Their **creative thinking** about how to adapt their PE and school sports delivery for pupils with SEND has increased  
81% said the Lead Inclusion School had helped a lot with this



**Staff knowledge** around inclusive PE and school sports delivery has increased  
79% said their contact with the Lead Inclusion Schools had helped a lot with this

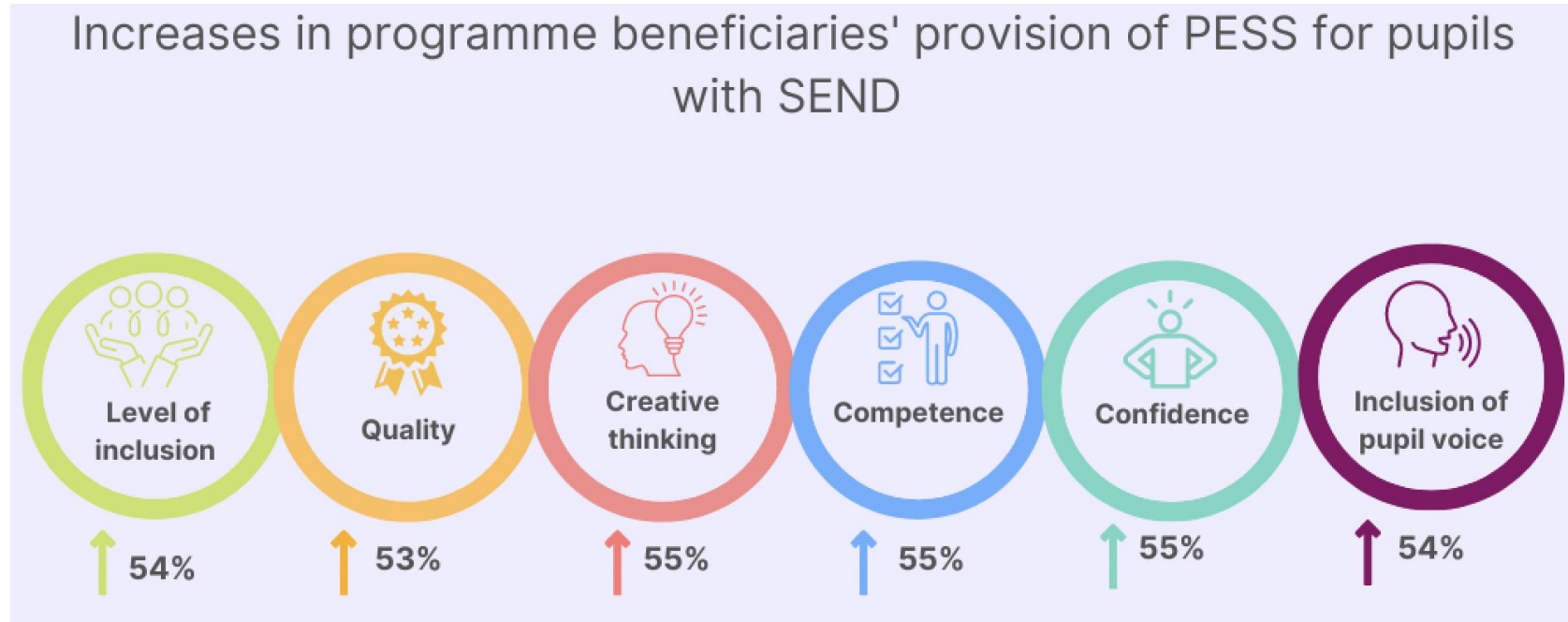
Resulting in ....



**Increased confidence** to deliver inclusive PE and school sports  
76% said their contact with the Lead Inclusion School had helped a lot with this



# + Changes to PE practice



3/10 schools said that their pupils with SEND were achieving more active minutes than they were before the programme.



# How is it working?



## 1. Raising the inclusion agenda – by LIS attending meetings

*“I attend our regular SGO meetings and I’ve made inclusion a recurring agenda item. This makes sure it is always a consideration for anything they are planning locally and I can look at their plans and make suggestions about how to get events more inclusive” LIS*

*“I attend our local Secondary Heads meetings and talk about the need for inclusive sports, the events we’ve got coming up and how they can get their pupils involved and what support I can offer their setting” LIS*

## 2. Signposting – providing information

*“I’ve started a mailing list of all the local school contacts I have and people I meet at various meetings and events and once a term I send them details of everything that’s coming up in our area that they could be sending their children to plus where they can get equipment, any pots of funding that I’ve heard about that might be useful for them and any training – such as All About Autism – that I think will be of interest to them” LIS*

## 3. Providing support – providing tailored help or training to settings

*“We have surveyed all of our local schools and asked them to identify weaknesses in their inclusive provision. Looking at the results we identified the greatest need and then ran training that they were all invited to, to help with that.” LIS*

## 4. Modelling – running events showing attendees how to adapt or provide PESS in an inclusive way

*“Locally I lead on the school’s sports events so I run them all really inclusively. Teachers come along and see what we’re doing – that we have a carousel of activities so everyone stays engaged, that we offer adapted sports and specialist sports, and that we have a quiet break-out area. They’ve never seen anything like it and they often say ‘That’s a good idea’ or ‘I’d never have thought of that’ and then I hear that they’ve tried something they’ve seen back in their school, or SGOs incorporate some of my ideas into the events they run” LIS*



# Issues to consider



## What helps delivery?

- Informed LIS
- LIS networks and events
- DCs
- YST team
- Collaboration with Active Partnerships

## What hinders delivery?

- A pandemic
- Limited LIS capacity
- Systemic issues:
  - Low interest in inclusion
  - Focus on curriculum PE
  - Lack of infrastructure
  - Lack of external pressure and joined up approach

# Discussion:

1. Impact of **cost-of-living** crisis for schools
2. Embedding **Youth Voice** into our work and how more young people with SEND can **co-create** and support delivery?
3. **Inclusive Education Hub** – how can you champion this for your networks?

